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ABSTRACT

The fifth year of the partial immersion program in grades 1-5 at Key Elementary School (Arlington, Virginia), where half the day is taught in English and half in Spanish, is reported. The annual review, which included classroom observations, student and teacher interviews, student assessment, and parent and staff interviews, revealed a highly successful educational program for grades 1-5. Some of the reasons for the program's continued success are: the dedication of the principal, teachers, and staff; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of parents; and continued support for the program from the central office. Test results have shown that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level, and that their English and Spanish skills continue to improve. Appended are a conference program, newsletter article, congratulatory letter from the Department of Education, letter to parents about writing assessment results, and the Rubric for Assessment of Writing. (LB)

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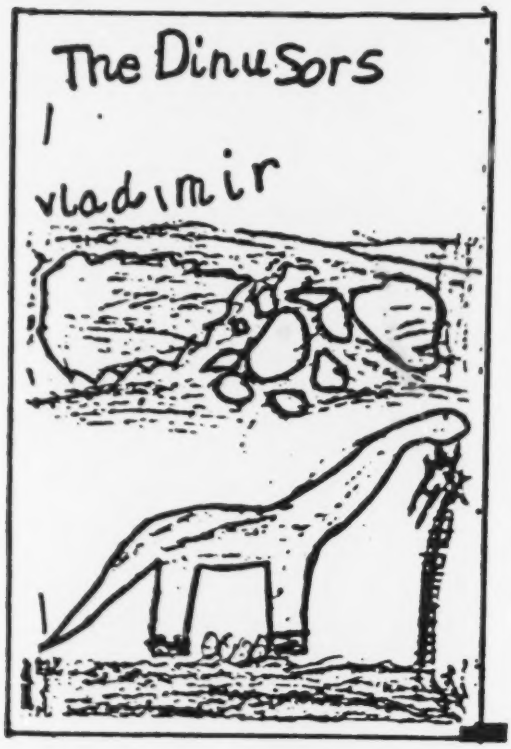
Review of the Fifth Year of the Partial Immersion Program at Key Elementary School Arlington, Virginia



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September 1991
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Review of the Fifth Year of the Partial Immersion Program at Key Elementary School, 1990-91 Arlington, Virginia

ABSTRACT

The partial immersion program at Key Elementary School, where half the day is taught in English and half in Spanish, has completed its fifth year. The review of the program ,which included classroom observations, interviews with students, teachers, parents, and staff, and student assessment, revealed a highly successful educational program for grades 1-5.

Some of the reasons the program has been successful are: the dedication of the principal, teachers, and staff; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of the parents; and the continual support for the program from the central office.

Test results have shown that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level. Students are continuing to improve their Spanish and English skills, as measured by the Language Assessment Scales (LAS) test, and students' oral skills in Spanish continue to improve from fall to spring and year by year, as measured by the Student Oral Proficiency Rating (SOPR) test. Not only did the third and fourth grade immersion classes score higher than other third and fourth grade classes at Key on the county-wide "Assessment of Writing," but they also made greater gains from the fall to spring. In addition, achievement test results in all subject areas show that *students participating in the immersion program at the fourth grade level are performing academically as well or better than those students in the regular classrooms, including in subjects that are being taught in Spanish.*

We have three major recommendations for this coming year: (1) that the Key immersion teachers continue to expand and refine their teaching techniques and strategies, (2) that a kindergarten immersion class be added to the 1-5 immersion program, to give both native Spanish speakers and native English speakers a head start on second language development, and (3) that the immersion teachers be offered opportunities to continue their training by attending in-service workshops and conferences to gain additional knowledge on the cultural background and needs of the students and to improve instructional strategies.

The overall performance of students in grades one through five confirms results of other partial immersion programs with both native English and native Spanish speakers and verifies that Key School's model is an appropriate one for educating both English- and Spanish-speaking children.

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Review of the Fifth Year of the Partial Immersion Program at Key Elementary School, Arlington, VA 1990-91

I. Introduction

The Center for Applied Linguistics has been involved in a review of the partial immersion program at Key School in Arlington since the program began five years ago. The annual review has included observing the partial immersion classes on a regular basis, interviewing students, teachers, other school staff and parents, and recommending student assessments so that the students' achievement could be measured in both Spanish and English (standardized tests, oral language assessments, and teacher evaluations).

A. Program Design

The partial immersion program at Key School teaches approximately half the day in English and half the day in Spanish. Adding one grade level per year, the program in its fifth year has expanded to grades 1 - 5. Each class contains 40-60% native Spanish speakers and 40-60% native English speakers.

Students in one of the grade 1 classes and in the grade 2 class change classrooms at noon, changing teachers and language of instruction. Students in the other grade 1 class and in grades 3, 4, and 5 have the same teachers all day, for both Spanish and English sessions. The program for grades 1 - 5 is set up as follows:

		A.M.		P.M.
Grade 1	SPANISH	Language Arts Social Studies Science/Health (Ms. Heidig)	ENGLISH	Language Arts Math (Ms. Bretz)
Grade 1		(Ms. Hudecek)		(Ms. Hudecek)
Grade 2	ENGLISH	Language Arts Math (Ms. Bretz)	SPANISH	Language Arts Social Studies Science/Health (Ms. Von Vacano)
Grade 3	ENGLISH	Language Arts Math (Ms. Kirsch)	SPANISH	Language Arts Social Studies Science/Health (Ms. Kirsch)
Grade 4	ENGLISH	Language Arts Social Studies (Ms. Fernández)	SPANISH	Language Arts Math Science/Health (Ms. Fernández)
Grade 5	ENGLISH	Language Arts Social Studies (Ms. Pawling)	SPANISH	Language Arts Math Science/Health (Ms. Pawling)

The "special" classes (music, physical education, and library) are typically conducted in English, but there has been an increased awareness of Spanish language activities overall throughout the school and other teachers have incorporated Spanish language and culture into their lessons.

B. Personnel

New to the immersion program but an experienced teacher, **Olga Hudecek** arrived from Madrid, Spain, last fall to teach the English and Spanish portions of one of the first grades. Also new to the immersion program but with previous experience in Arlington schools, **Irma Heidig** taught the Spanish portion of the other first grade class. As in the previous year, **Ellen Bretz** taught the English portion of the day for both the first and second grade immersion classes. **Marcela von Vacano** had responsibility as the Immersion Resource Specialist in the morning and taught the Spanish portion of second grade in the afternoon. **Carmen Kirsch**, in her second year with the program, again taught the third grade for both the English and Spanish portions of the day. Experienced immersion teacher **Evelyn Fernandez** taught both the Spanish and English portions of the fourth grade. Rounding out the group, **Isabel Pawling**, a first year teacher, taught the pilot class that is now in the fifth grade. All six teachers of Spanish have native-like fluency in Spanish and English, representing the cultures of Spain, Cuba, Bolivia, Chile, and the Dominican Republic.

The new principal, **Katharine Panfil**, came to Key School last summer with extensive experience in foreign language education and administration in the school system. As Arlington's foreign language supervisor and Director of Special Projects, she had been instrumental in the development of the program at Key. Kathie Panfil, **Jan Spees**, Reading Specialist, and **Marcela von Vacano** in her role as Immersion Resource Specialist at Key gave ongoing support to the teachers and students in the program. In addition, the Arlington County Public Schools Acting Foreign Language Supervisor, Mary Ann Ullrich, assisted at the county level through support for staff and curriculum development.

C. Class Composition

The fifth grade immersion class had 20 students at the end of the year. Of these, 11 were native Spanish speakers, 7 were native English speakers, and 2 had other native languages (Armenian and Chinese) but were proficient in English. Sixteen of the 20 students had been in the immersion class the previous year. The four non-returning students moved out of the area.

The fourth grade class had 21 students: 13 native Spanish speakers, 7 native English speakers, and 1 had another native language (Polish) but was proficient in English. Eighteen of the 21 students had been in the immersion class the previous year.

In the third grade class there were 21 students: 16 native Spanish speakers and 5 native English speakers. Fifteen of the 21 students had been in the class the previous year. Of the six not returning from last year, one moved out of the area, one was taken out of the program by a parent who felt that the child, who spoke a third language at home, needed only English instruction at school, and four children were placed in another program at Key School because of special needs.

The second grade class had 26 students: 12 native Spanish speakers and 14 native English speakers. Fifteen of the students had been in immersion the previous year. Five of last year's class did not return: three moved out of the area and two stayed at Key but switched into all English classes because of special needs.

The first grade had 35 students in two classes: 19 native Spanish speakers, 14 native English speakers, and 2 native speakers of other languages (Greek and Arabic).

The philosophy of Key School is that the immersion program is open to any child who is interested. The principal does highly recommend, however, that the child be on grade level or above. Overall, there are a few more gifted and talented students in the immersion classes than in the regular classes. Currently, there are approximately 3 - 5 gifted students in each immersion class and 2-3 in each non-immersion class at Key School.[1] The immersion program also includes several learning disabled children, a visually impaired child, and several students who receive speech therapy. The number of children with learning disabilities and those receiving speech therapy in immersion is not as high as those in non-immersion classes, however. The number of students in each immersion class is approximately the same as the number of students in the other classes at Key.

II. Evaluation Procedures

The Arlington school district requested that CAL provide an evaluation of the immersion program's fifth year of operation. CAL staff who participated in the project included Nancy Rhodes, Donna Christian, JoAnn Crandall, and G. Richard Tucker. Susan Barfield, a graduate student at George Mason University and a summer intern at CAL, conducted the statistical analysis and evaluation of the data. The evaluation was planned as a follow-up to the first through fourth year evaluations and addressed the following questions:

1. What is the English and Spanish proficiency of students in the immersion program, and how does it change over the year?

2. How well do the immersion students do in content area subjects? Do they make academic progress comparable to their peers in the same grade?

3. How might the program be improved?

As in the past three years, several types of information were collected for this review of the program. From January through May, CAL staff conducted classroom observations of the immersion class. Staff members spent time observing both the English and Spanish portions of the day in all five grade levels. CAL staff also had other opportunities to visit classes before and after the observation period and to talk informally with the immersion teachers and other Key School staff. They also attended parent meetings and student performances for parents which allowed informal interaction with parents as well. Teachers and students in the program as well as the principal were interviewed during the course of the year to find out their opinions of the program.

As with the first four years, several kinds of test data were collected on the students to assess their academic progress and language development. The Language Assessment Scales (LAS) were administered in the fall and spring to the first, second, third, fourth, and fifth graders in the program to provide a measure of both English and Spanish proficiency for immersion students. The Student Oral Proficiency Rating (SOPR) was used by the teachers to assess Spanish speaking proficiency for all five grades. The Boehm R Test of Basic Concepts was administered to the first graders again this year to assess the students' conceptual development in English and Spanish. The students' mastery of content area subjects was examined from scores on end-of-unit tests and/or teacher assessment in social studies, science, and reading. As an additional assessment this year, we have included students' writing, collecting data from all the grades and comparing the writing of native Spanish speakers with that of native English speakers.

The results of these information collection efforts are described in the following sections.

III. Student Progress

A. English and Spanish Language Development

The Language Assessment Scales (LAS) are used to measure English and Spanish language development through a five-part test that measures students' ability with minimal pairs (identifying words as being the same or different), vocabulary (naming an object represented by a drawing), pronunciation (repeating a word), comprehension (listening to a tape and then pointing to a picture that is described on the tape), and oral production (retelling a story). The first four parts of the test make up 50% of the total score while the story retelling makes up the other 50%. Students are rated on a scale from 0 - 5 with 0 indicating a "non-speaker" and 5 indicating a "fluent" (proficient) speaker. The students' LAS scores are presented below by grade, first for the native English speakers and then for the native Spanish speakers (see chart on p. 7-8).

FIRST GRADE English speakers. On the LAS English test in the fall, of the 15 English speakers and the 2 native speakers of languages other than English or Spanish, one was at level 2, two were at level 3, two at level four, and twelve were at level 5. By spring, one student

had moved from level 3 to level 4, another from level 2 to level 4, and the remaining fourteen scored at level 5. One student did not take the English or Spanish LAS in the spring.

On the Spanish test in the fall, all seventeen non-native Spanish speakers scored at level 1, except one who scored at level 4. By spring, one had moved up to level 2 and the level 4 student had moved up to a level 5. When comparing student gains, the improvement in this first grade class is comparable to that of the 1989-90 first grade class.

FIRST GRADE Spanish speakers. On the English test in the fall, among the 19 native Spanish speakers, one scored at level 1, two at level 2, two students were at level 3, nine at level 4, and five at level 5. By the spring test, only one student was at level 2, one at level 3, eight at level 4, and nine at level 5.

In the fall on the Spanish test, two students scored at level 1, one student was at level 2, three students were at level 3, nine were at level 4, and four were at level 5. By spring, one remained at level 1, three were at level 3, one was at level 4, and the other fourteen were at level 5.

SECOND GRADE English speakers. On the LAS English test, of the thirteen native English speakers, three scored at level 4 and ten at level 5. By spring, with the addition of a late arriving student, all scored at level 5.

On the Spanish test in the fall, this same group had seven scoring at level 1, four at level 2, and two at level 3. By spring, five students were at level 1, two students scored at level 2, and seven students scored at level 3.

SECOND GRADE Spanish speakers. On the English test in the fall, of the twelve native Spanish speakers, three scored at level 4, and nine scored at level 5. By spring, the eleven remaining students were all at level 5.

On the Spanish test in the fall, one student scored at level 3, three at level 4, and eight at level 5. By spring, the one level 3 student was still at level 3, one level 4 student was still at level 4, and the rest were at level 5.

THIRD GRADE English speakers. On the LAS English test, of the five native English speakers, all scored at level 5 in the fall and in the spring. One student was absent for the fall testing.

On the Spanish test in the fall, this same group had one student at level 1, three scoring at level 3, one at level 4. By spring, two scored at level 3, and three scored at level 4.

THIRD GRADE Spanish speakers. On the LAS English test, of the sixteen native Spanish speakers, four scored at level 4 and the other students scored at level 5 in the fall. In the spring, all sixteen students scored at level 5.

On the Spanish test in the fall, all native Spanish speakers scored at level 5 except one, who scored at level 4. In the spring this student moved up to level 5 along with the rest of the students.

FOURTH GRADE English speakers. On the LAS English test, of the seven native English speakers or native speakers of languages other than English or Spanish, all scored at level 5 in the fall and spring.

On the Spanish test in the fall, this same group had one scoring at level 1, one scoring at level 3, four at level 4, and one at level 5. By spring, one student scored at level 2, two students scored at level 3, two at level 4, and two students at level 5.

FOURTH GRADE Spanish speakers. On the LAS English test, all thirteen students scored at level 5 in the fall and spring.

On the Spanish test in the fall, one native Spanish speaker scored at level 3, two at level 4, and ten at level 5. In the spring, two students scored at level 4 and the remaining eleven scored at level 5.

FIFTH GRADE English speakers. On the LAS English test, of the nine native English speakers or native speakers of languages other than English or Spanish, all students scored at level 5 in the fall and spring.

On the Spanish test in the fall, one student scored at level 3, five at level 4, and three at level 5. In the spring one scored at level 3, six at level 4, and two at level 5.

FIFTH GRADE Spanish speakers. All students scored at level 5 in both fall and spring testing on the LAS English and LAS Spanish tests. By spring there were four additional native Spanish speakers in the class for a total of 11 native Spanish speakers.

Language Assessment Scale - English and Spanish Results
Fall 1990 and Spring 1991, Grades 1-5

NOTE: *x represents native English/other language-speaking student; o represents native Spanish-speaking.*

Grade 1 - ENGLISH LAS	Fall	Spring
Level 1	o	
Level 2	xoo	o
Level 3	xxooo	o
Level 4	xxxxoooooooo	xxooooooooo
Level 5	xxxxxxxxxxxxooooo	xxxxxxxxxxxxxx ooooooooo

Grade 1 - SPANISH LAS	Fall	Spring
	xxxxxxxxxxxxxxxxxoo	xxxxxxxxxxxxxxxo
	o	x
	ooo	ooo
	xooooooooo	o
	ooooo	xooooooooooooo

Grade 2 - ENGLISH LAS	Fall	Spring
Level 1		
Level 2		
Level 3		
Level 4	xxxooo	
Level 5	xxxxxxxxxx ooooooooo	xxxxxxxxxxxxxx ooooooooooo

Grade 2 - SPANISH LAS	Fall	Spring
	xxxxxxx	xxxxx
	xxxx	xx
	xxo	xxxxxxxo
	ooo	o
	ooooooo	ooooooooooo

Grade 3 - ENGLISH LAS	Fall	Spring
Level 1		
Level 2		
Level 3		
Level 4	oooo	
Level 5	xxxxooooooooooo	xxxxxooooooooooooooo

Grade 3 - SPANISH LAS	Fall	Spring
	x	
	xxx	xx
	ox	xxx
	ooooooooooooo	ooooooooooooo

Grade 4 - ENGLISH LAS	Fall	Spring
Level 1		
Level 2		
Level 3		
Level 4		
Level 5	xxxxxxx ooooooooooo	xxxxxxx ooooooooooo

Grade 4 - SPANISH LAS	Fall	Spring
	x	
		x
	xo	xx
	xxxxoo	xxxxoo
	xooooooooo	xxooooooooo

Language Assessment Scale - English and Spanish Results, (continued)

Grade 5 - ENGLISH LAS			Grade 5 - SPANISH LAS	
	Fall	Spring	Fall	Spring
Level 1				
Level 2				
Level 3			x	x
Level 4			xxxx	xxxxxx
Level 5	xxxxxxxxx ooooooo	xxxxxxxxx oooooooooo	xxx ooooooo	xx oooooooooo

NOTE: *x represents native English/other language-speaking student; o represents native Spanish-speaking.*

Using an alpha level of .01, there was a statistically significant difference between the fall 1990 and spring 1991 **English LAS** scores for all grades in the immersion program. This indicates good progress, particularly in the lower grades, as the upper grade scores were negatively skewed. In addition, an ANOVA looking at the spring English LAS scores at each grade level indicated a significant difference between grades. There was no significant difference between males and females in the program taking the English LAS test in the spring.

As might be anticipated, there was a difference between the native English and native Spanish speakers on the English LAS, with the native English speakers scoring significantly higher.

Differences were even more dramatic when comparing native Spanish and native English speakers on the **Spanish LAS** (spring 1991). The native Spanish speakers scored much higher, an average of 94%, while the native English speakers scored an average of 60%. (LAS scores were provided in percentages as well as in levels 1-5.) It is interesting to hypothesize why, overall, the Spanish speakers do better in English than the English speakers do in Spanish. A possible reason might be that Spanish speakers are more exposed to English outside the classroom, on the playground, in the neighborhood, on TV, etc., than English speakers are exposed to Spanish. This exemplifies a common distinction made between learning a second language and learning a foreign language -- it is often easier to learn a second language.

There were no significant differences between males and females on the LAS Spanish spring testing. In comparing the Spanish LAS test taken in the fall of 1990 with that of the same test given in spring 1991, there was significant progress made.

Although the sample sizes for each grade were too small for formal statistical comparison of scores of the five different grade levels, it is interesting to compare mean scores of the two LAS tests given in the spring of 1991. On the English LAS, the mean for each grade level was at or above 93%. On the Spanish LAS, scores increased from a lower grade level to the next higher grade level, with the exception of the third grade, which scored the highest in the program. (Perhaps this can be explained by the large percentage of native Spanish speakers in the third grade.)

A few conclusions can be drawn from the pre (fall) and post (spring) LAS scores: (1) the students made significant progress from fall to spring in both English and Spanish; (2) native Spanish speakers scored significantly higher on the Spanish test while native English speakers scored significantly higher on the English test; (3) by third grade, almost all the students had "topped out" on the English test and many students had "topped out" on the Spanish test. Due to the high scores in both languages by third grade, it is recommended that a more discriminating test, or a higher level of the same test, be used in the future for Spanish and English language assessment at third grade and above.

B. Spanish Oral Language Skills

As in the past three years, the Student Oral Proficiency Rating (SOPR) was used by the teachers to assess their students' Spanish speaking skills. The SOPR provides a measure of a student's ability to understand, speak, and be understood by others in the language he or she is learning. It is focused on oral communication ability considered apart from the ability to read or write in the language. Instead of rating the students during a specific testing time, the teachers use their observations over the year as the basis for rating a student's level of ability. Each student is rated on five categories of oral language proficiency: comprehension, fluency, vocabulary, pronunciation, and grammar. For each category, the student is rated in one of five levels, ranging from 1, indicating little or no ability, to 5, indicating a level of ability equivalent to that of a native speaker of the language. The scores reported below are the averages for the five categories (see chart on p. 10).

FIRST GRADE English speakers. Of the sixteen native English speakers and native speakers of languages other than English or Spanish, two scored at level 1 (very limited oral), four scored at level 2 (limited oral), five scored at level 3 (functional oral), four scored at level 4 (fluent oral), and one scored at level 5 (native-speaker oral) during the end of the year Spanish oral proficiency testing.

FIRST GRADE Spanish speakers. Of the nineteen native Spanish speakers, one scored at level 2, three scored at level 3, one scored at level 4, and fourteen scored at level 5.

SECOND GRADE English speakers. Of the fourteen native English speakers, three scored at level 1, one scored at level 2, six scored at level 3, and four scored at level 4.

SECOND GRADE Spanish speakers. Of the twelve native Spanish speakers, one scored at level 2, one scored at level 3, three scored at level 4 , and seven scored at level 5.

THIRD GRADE English speakers. Of the five native English speakers, four scored at level 3 and one at level 4.

THIRD GRADE Spanish speakers. Of the sixteen native Spanish speakers, five scored at level 4 and eleven scored at level 5.

FOURTH GRADE English speakers. Of the eight native English speakers and native speakers of languages other than English or Spanish, one scored at level 1 (the student entered the program in May 1991), one scored at level 2, four scored at level 3, one at level 4, and one scored at level 5.

FOURTH GRADE Spanish speakers. Of the thirteen native Spanish speakers, two scored at level 3 and the remaining eleven scored at level 5.

FIFTH GRADE English speakers. Of the nine native English speakers and native speakers of languages other than English or Spanish, two scored at level 3 and seven scored at level 4.

FIFTH GRADE Spanish speakers. Of the eleven native Spanish speakers, three scored at level 4 and eight scored at level 5 (see chart below).

Results of Spring 1991 SOPR Test, Grades 1 - 5
SPANISH Oral Proficiency of All Students

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Very limited prof.	xx	xxx		x	
2 Limited prof.	xxxxo	xo		x	
3 Functional prof.	xxxxxooo	xxxxxxo	xxxx	xxxxoo	xx
4 Fluent prof.	xxxxo	xxxxooo	xooooo	x	xxxxxxxooo
5Native-speaker prof.	xooooooooooooo	ooooooo	oooooooooooo	xooooooooooo	oooooooo

*Note: The number of marks indicates the number of students with that score (**x**=native English/other language speaker; **o**= native Spanish speaker)*

These results indicate that the teachers observed a wide range of Spanish proficiency levels at the lower grade levels, confirming the LAS scores, and that the students improved their skill level as they continued in the program. As the students progress from first through fifth grades, there are fewer scores at the lower 1 and 2 levels and more at the higher four and five levels.

Significant differences in scores were found when comparing native and non-native Spanish speakers on the SOPR. The native Spanish speakers performed better than the English speakers at all grade levels on this Spanish oral rating scale.

Interestingly, on this teacher-rated scale there was also a statistically significant difference when comparing boys' and girls' performance. As is often found in elementary school children's language skills, the girls outperformed the boys (at a .004 probability level) in their oral Spanish skills.

C. Conceptual Development

The Boehm Test of Basic Concepts is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. Boehm test results may be used both to identify children with deficiencies in this area and to identify individual concepts on which the children could profit from instruction. The test consists of 50 pictorial items arranged in approximate order of increasing difficulty. The examiner reads aloud a statement describing each set of pictures and instructs the children to mark the one that illustrates the concept being tested. The Boehm test was administered to first graders in the fall and the spring. (The test is not administered to other grades.) Scores reported below represent the group averages for the immersion students.

On the **English** version of the Boehm in the fall, the immersion first graders averaged 80% (Spanish speakers 73%; English speakers 88%). In the spring, the first graders' average increased to 91% correct (Spanish speakers 86%; English speakers 96%).

On the **Spanish** version of the Boehm in the fall, the immersion first grade averaged 59% correct (Spanish speakers 75%; English speakers 43%). By spring, the total correct increased to 85% (Spanish speakers 91%; English speakers 78%) (see chart on p. 12).

Results of BOEHM Test of Basic Concepts, Grade 1
Fall 1990 and Spring 1991

	English version (Fall)	English version (Spring)
Spanish speakers	73%	86%
English speakers	88%	96%

	Spanish version (Fall)	Spanish version (Spring)
Spanish speakers	75%	91%
English speakers	43%	78%

The Boehm scores from fall to spring illustrate the gains of all students in understanding concepts in both languages. On the English test, both the Spanish speakers and English speakers improved their scores from fall to spring. On the Spanish test, both groups improved as well, with the English speakers showing a substantial increase from 43% to 78% correct. There was more room for improvement for the English speakers in Spanish than for the Spanish speakers in English, of course, because the Spanish speakers started out the year with fairly high scores in English already. As was shown with the LAS scores, the Spanish speakers performed better in English than the English speakers performed in Spanish.

Finally, the spring Boehm scores can be compared to the spring scores of the four previous immersion first grades. These comparisons show that there are no major differences in the English or Spanish scores when comparing the first grade immersion classes for the last five years.

D. Social Studies, Science, and Reading Achievement

FIRST GRADE Social Studies and Science. Students in the first grade immersion classes were rated by their teachers in social studies and science/health at the end of each curriculum unit. All students made expected progress except two.

SECOND GRADE Social Studies and Science. As with the first grade students, the second grade immersion students were rated by their teacher in social studies and science (taught in Spanish) throughout the year. All students made expected progress except one.

THIRD GRADE Social Studies and Science. The third graders were tested in social studies and science in Spanish throughout the year and the class averages for the final marking period were 86% and 71% respectively.

FOURTH GRADE Social Studies, Science, and Mathematics. The fourth graders averaged 83% in social studies chapter tests (in English) and 94% in science chapter tests (in Spanish). The mathematics average grade for the class (taught and tested in Spanish) was 85%.

FIFTH GRADE Social Studies, Science, and Mathematics. The fifth graders had a "B" average in social studies (in English), a "B" average in science (in Spanish), and a "C+" average in math (in Spanish).

Overall, the students had comparable grades to the non-immersion classes in social studies, science, and mathematics. Strong conclusions cannot be made on the basis of grades alone, however, because comparison group scores are not available. Currently, all the students at Key do not take the same chapter tests graded on the same scale.

Spanish Reading. The immersion students' Spanish reading skills continue to be assessed by their progress in the McGraw-Hill literature-based *Hagamos Caminos* reading series as well as by the use of supplemental literature related to the curriculum using a whole language approach.

The first graders learned to read Spanish through the Language Experience approach, with the integration of what they read and what they write a key element to instruction. One of the first grade classes wrote a big book as an integrated science/language arts activity, *Maximo se va al Espacio*, about a little boy who was going into space. The students also produced a Spanish play, *"Salero vende una Casa,"* as well as a variety of puppet shows for other classes, including *"Querida amiga Luna"* and *"El hombrecito de pan Jengibre."*

For second graders, Spanish reading ability was evaluated as part of Spanish language arts. Eight students showed above average progress, seventeen students made "expected progress," and one student was below average.

Third, fourth, and fifth graders were given letter grades for their reading skills. Third graders averaged a "B+" in Spanish reading for the third marking period, fourth graders averaged a "B" for the year, and fifth graders averaged a "B" during the final grading period.

English Reading. Immersion students' English reading skills were assessed by their progress in the Silver-Burdett/Ginn "World of Reading" series. The series is literature-based and the reading selections encourage the students to read further on each topic, write about each topic, and explore ideas beyond what is on the written page. The children are constantly

challenged to hypothesize what would happen next and are encouraged to give their opinions on the readings. The series is intended to be supplemented with material from the library.

The teachers provide a very positive learning atmosphere for the children and encourage them to be creative in their reading activities. In one **first grade** class, students wrote two big books as a class project for the year, one in Spanish and one in English. "Fuzzy Wuzzy" was written in English and has been promised to be published by MacMillan Readers. At the end of the year, 8 students were rated "excellent" readers, 5 students were rated "good" readers, 2 were rated "poor" readers (one will be in a special education class next year), and 1 did not achieve up to potential and was recommended to be put in an all-English class. In the other first grade class, students scored at the following reading levels: 2 students completed the pre-primer level, 7 completed the primer level, 2 students completed the first grade reader, 7 students completed the first half of the second grade reader, and 1 student completed the first half of the third grade reader. One student was found eligible for resource services (special education) and will not be in the immersion program next year.

In the **second grade** class, 4 students completed the first half of the second grade reader, 9 students completed the second grade reader, and 12 students completed the first half of the third grade reader. Two students were found eligible for resource services; one of those will not be in the immersion program next year.

In the **third grade** class, students had a "B" average in reading.

In the **fourth grade**, students also had a "B" average. When assessed in English reading comprehension on the Iowa Test of Basic Skills, the native English-speaking fourth graders ranged from the level of third grade (eighth month) to sixth grade (eighth month). The native Spanish speaking students ranged from the level of second grade (eighth month) to sixth grade (fifth month).

The **fifth grade** students had a "B" average in English reading.

Overall, the English reading results of grades 1 through 5 showed that the Spanish immersion students, both native English/other language speakers and native Spanish speakers, scored at a comparable level to other students at Key.

E. Writing

All five grades have focused on the writing process this year, both in Spanish and in English. Both the first and second grades collected Spanish writing samples that were graded holistically.

The third, fourth, and fifth grades participated in the county-wide "Assessment of Writing" along with all other third, fourth, and fifth graders in the fall and spring. The writing samples were graded by a holistic scoring procedure developed by the Arlington Public Schools

(see appendix for *Rubric for Assessment of Writing*). The following is an elaboration of the writing activities and outcomes in specific grades.

FIRST and SECOND GRADES. This year, the first and second graders have kept "Assessment Portfolios" to keep track of their reading and writing activities. The children put the following components in their portfolios: (1) a list of their favorite books -- updated throughout the year, (2) paragraph sample, (3) book report, (4) creative writing sample, (5) formal letter (2nd grade only), and (6) teacher observation sheet.

The English creative writing sample was based on one of three picture stimuli, including (1) small boy and dog alone on steps of a building, (2) two boys, one smaller than the other--both are dirty and the taller boy is fixing the smaller one's shirt, and (3) a girl with her back to the camera is dangling one foot in the water on a deserted dock. Spanish writing assessment was conducted in the same way, but with different picture stimuli. The writing samples were graded holistically on a scale from 1 to 8, with 8 the highest . The scores in the first grade ranged from 1 to 7.

The following are first grade writing samples describing the picture of a boy and a dog. The ratings and native language of the writer are provided.

Mike and the Dog

There was a boy his name is Mike. They dogs name is Fred. The dog is nice. He is furry. He has pocadots. (native Spanish speaker - 4)

(Untitled)

The Boy and the Dog are outside and they are sitting on the stairs. Henderson the dog is happy and the boy is happy. (native Spanish speaker - 4)

Billy and His Puppy

Billy was sitting with his Puppy at his building. Ona upon a time Billy and Fluffy went for a Wok to mcDonalds. the end. (native English speaker - 4)

Muffy's Good Day

The boy in my picture is called Jony. He outsied of his apartment with His puppy. He has black spot. Then they went for a walk. Muffy was very happy. Muffys tail was wiggling. On the way to his hous'e he was still wiggling his tail. Ritend by Jessica. (native Spanish speaker - 6)

Alex and Henry

The Boys name is Alex. The dog's name is Henry. They sat on The stairs of The house. and They went to walk. They were Happy. Alex and Henry were going back to the house. (native Spanish speaker - 6)

Kim and Max

Kime is looking at Max. Kime Dog is looking at him. Kime Dog has a string. They are sitting. Kims' Dog is nice. Kim is nice to. They went walking to the Playground. The End. (native Spanish speaker - 6)

BoB and spot The too friends

Spot is cute. He is very nice. He is my best friend. My name is BoB. I am his best friend. My Spot plays very much. When I just got Spot he licked me alot. Spot has a dog house. On top of his dog house is his name. (native English speaker - 7)

(Untitled)

Jhon has bought a new puppy. Jhon named the puppy: Nicky. Nicky is shy. But Nicky is cute. Nicky is black and white puppy. Jhon is staring at Nicky. And Nicky is staring at Jhon. Jhon is about to pick up Nicky. Do you know why? Because Jhon likes the puppy. The end! (native English speaker - 7)

The wide range of writing skills that are exhibited shows that the both the native and non-native English speaking first graders are learning to develop a topic by providing details, are learning organizational skills in written expression, and are developing an understanding of a sense of audience.

THIRD, FOURTH, and FIFTH GRADES. Grades three, four, and five participated in a county-wide "Assessment of Writing," a paragraph writing assignment on a given topic that was scored holistically on a scale from 1 to 8. The scoring system remained constant across the three grades (but was not comparable to the one used in grades one and two). The third grade immersion class scored an average of 2.52 in the fall and 3.85 in the spring, showing a gain of 1.33 points. The fourth grade immersion class scored an average of 3.30 in the fall and 4.75 in the spring, showing a gain of 1.45 points. The fifth grade immersion class scored an average of 4.94 in the fall and 5.47 in the spring, showing a gain of 0.53 points (see chart on p.17).

Not only did the third and fourth grade immersion classes score higher than the other third and fourth grades, but they also made greater gains from the fall to the spring testing. The fifth grade immersion class performed at the top of the four fifth grade classes in the fall, and scored second highest in the spring.

Keeping in mind that this writing assessment was in English, and that these classes had only been receiving half of their daily instruction in English (and thus approximately half as many assignments in English as the comparison classes), it is clear that their Spanish study has not had any negative effect whatsoever on their English writing skills. In fact, it seems apparent in comparison with other classes that their facility in a second language has actually enhanced their English writing skills.

Assessment of Writing, 1990-91, Grades 3-5
(Rated on a scale of 1-8)

Grade	Class	Fall Class Average	Spring Class Average	Point Gain
3	Other	2.45	3.18	0.73
	Other	2.04	3.22	1.18
	Immersion	**2.52**	**3.85**	**1.33**
4	Other	2.33	3.57	1.24
	Other	2.66	3.55	0.89
	Other	2.00	3.00	1.00
	Immersion	**3.30**	**4.75**	**1.45**
5	Other	3.68	4.68	1.00
	Other	4.14	5.64	1.50
	Other	1.50	2.66	1.16
	Immersion	**4.94**	**5.47**	**0.53**
Grades3/4/5 AVG		**3.03**	**4.16**	**1.13**

The fourth graders also participated in the optional state-wide "Writing Assessment," which is used as a predictor for the required sixth grade Virginia Literacy Test (see principal's letter to parents describing the assessment in appendix). The results validated their good performance on the Arlington "Assessment of Writing" test. The immersion class averaged 48.7 points (out of 64), which was the exact average for all of Arlington County. (The native English speakers scored 51.4 while the native Spanish speakers scored 47.2.)

Students and teachers in grades 3-5 are also responsible for collecting material for each child's "Assessment Portfolio," so that "the child will perceive him/herself as a reader and a writer." Students are at liberty to place additional sample writings in their portfolio, but are required to have at least one sample from the following categories: (1) Reading response samples appropriate to grade level (book lists, response logs, book cards, book reports); (2) Writing samples appropriate to grade level (poetry, letters, research projects, journals, essays, comparisons, descriptions, opinion papers); and (3) teacher/student observations (student/teacher conferences, self-evaluation, narratives, student and/or teacher checklists, peer assessments, other adult (tutor, parent) assessments).

Spanish Writing. Although there were no significant differences between the males and females on either the English or Spanish writings, there were statistically significant differences between the native English and native Spanish speakers. As could be expected, the native Spanish speakers performed better than the native English speakers on the Spanish writing assessment and

the native English speakers scored higher on the English writing samples than the native Spanish speakers. The difference is especially noticeable in the earlier grades.

For example, the third graders in October wrote essays in Spanish about Halloween. The highest scoring native Spanish-speaking student wrote the following about her adventures trick-or-treating:

El Día de Brujas

En el día de brujas yo me disfraze de una adivina y Maria se disfrazo de un angel. Maria y yo fuimos a Vienna a pedir caramelos. Nos dieron muchos caramelos. Nosotros vimos a una bruja y an una mommia que paresian de plastico pero no heran de plastico si no que heran personas. Tambien vimos a un hombre que estaba disfrazado de un diablo y cuando el habria la mano le salía fuego. Maria y yo nos asustamos. Todas las personas que visitabamos estaban con un disfraz. A mi me gusta ir a pedir caramelos.

The highest scoring native English-speaking student wrote the following about a typical Halloween night:

El dia de Brujas

Ayer los niños y las niñas se come muchos dulces. Y los niños vestirces lindo vampiro y con un fantama y uno mas es esqueleto. Y las niñas y los niños se un calabaza y los dulces es muy bien. Yo fue treta o tratar. El treta o tratar es broma.

As can be observed, the native Spanish speaker was able to provide more detail in the description, use a wider range of vocabulary, use correct grammar and verb tenses, and provide written Spanish as might be expected of a child in a Spanish-speaking country. The native English speaker, on the other hand, provided an adequate description of a Halloween night and had basic vocabulary but was not able to go into detail about the holiday or to provide the necessary verb tenses for the description.

By spring of fifth grade, there is less of a gap between the two groups of native speakers in their writing ability. For example, the following composition on "If I Had a Dream . . .," which got one of the highest ratings possible (8 out of 8), was written by a native English-speaking student (who happens to be visually impaired). Here he poignantly describes what he would do on a typical day if he had his sight, including such things as doing well in p.e. class, drawing a pretty picture in art class, playing football with the boys at recess, and seeing the chalkboard without any problems.

Mis sueno

Mi sueno es para ver mas bien. Si podi ver yo podi jugar muchos deportes como beisbol. No puedo jugar bien porque no puedo ver el boleta muy bien. Tambien si podi ver seria mas facil para ver animales en el zoologico. Si podi ver podi leer musica y libros mas facil.

Tambien es un problema que no puedo ver porque muchos ninos y ninas chiquitas no entienden. Ellos preguntan "Puedes ver bien?" Despues ellos dan pruebas chiquitos para examinar mi vicion.

Un dia tipical si podi ver seria aci: Voy a va de mi cama y poner mis "clothes." Despues voy a preparar comida. Despues de comer voy a ir a escuela en el carro de mi papa. En educacion fisico voy a ser un jugador muy bueno. Cuando es tiempo para tomar un prueba voy a escribir con

un lapiz, no un computadora. En arte voy a dibujar un dibujo muy bonito. Despues voy a comer almuerzo. En recreo voy a jugar futbol con los ninos. Cuando tenemos matematicas y voy a ver la pizarra sin problemas. Despues yo va a mi casa en el bus. Despues yo voy a preparar comida para mi perrito. Cuando el termina yo voy a caminar con el. Cuando mi papa llegan a casa vamos a caminar. Yo voy a sacar mi comida y contrar el dinero. Despues voy a hacer mi tarea con lapiz. Despues yo voy a ir a cama. Mi vida seria mas bueno si podi ver. [Note: There are no accent marks on this composition because it was typed originally by the student on a computer in all capital letters. It is assumed the computer he used didn't have accent marks for capital letters.]

Although there are still the common grammatical errors of non-native speakers, his fluency in the language is evident through his extensive vocabulary and facility with idiomatic expressions. The fifth grade native Spanish speaker who also scored an "8" wrote the following account of a dream of waking up in Hollywood:

Mi Sueño

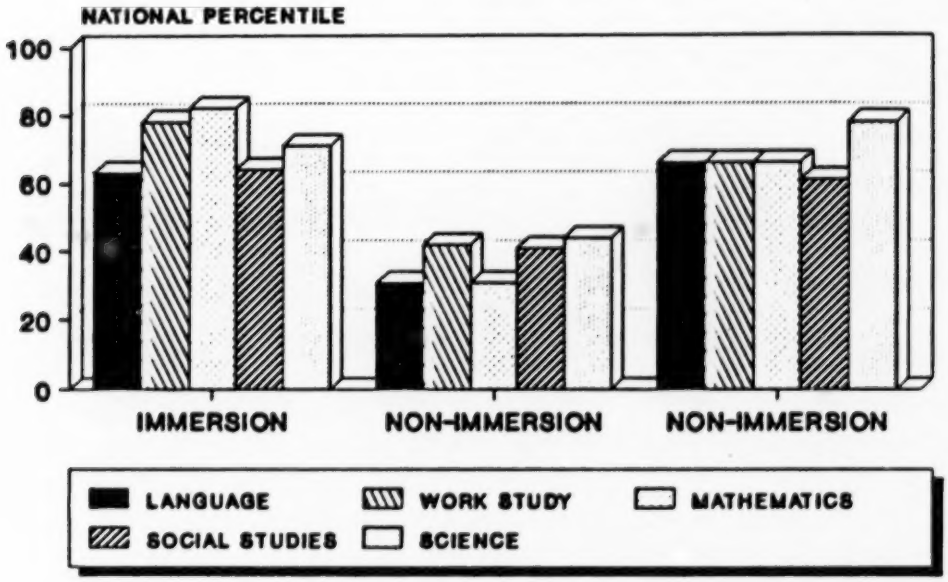
Me desperte y estaba en un hotel muy lujoso. Mi cuarto tenia lamparas de cristal y habia un espejo que tenia diamantes alrededor. Tambien habia una television inmensa y un video de lo mas caro. Yo me quede anonadada. Despues de un rato decidi vestirme, habri el close y encontre la ropa mas linda que habia visto, yo no sabia si me la podia poner. Al final me la puse y fui a la sala de espera, tambien era hermosa. Sali a la calle y me di cuenta que estaba en Hollywood. Hollywood era hermoso, habian un monton de persona millonarias y tambien artistas. Yo vi a Kevin Costner, le pedi su autografia para Sra. Pawling. Tambien vi a Gloria Estefan. Yo casi me desmalle entonces decidi irme al hotel. Me acoste en la cama y derepente estaba en mi cuarto, habia sido un sueño solamente "QUE MALA SUERTE."

Here she eloquently describes, as only a fifth grade girl could, her dream world of a deluxe hotel room in Hollywood with "crystal lights, a mirror surrounded with diamonds, an immense television, and the most beautiful clothes I have ever seen." Her use of descriptive terms is excellent, and her control of grammar and spelling is also very good. By the fifth grade, as can be seen from these two essays, the differences in ability of native and non-native Spanish speakers to present content and message in Spanish is much less obvious than in the third grade. There is still a noticeable difference when comparing grammar and verb usage, however.

F. Achievement Test Scores

All fourth graders in Arlington Public Schools were administered language arts, mathematics, science, and social studies standardized tests of the Iowa Test of Basic Skills (ITBS) in March 1991. As a class they scored at the fourth, fifth or sixth grade level in all areas, and were at or above the 50th percentile in all areas when compared to a national sample. They were at the 82nd percentile in mathematics (math concepts, problem solving, and computation), at the 78th percentile for work study skills (visual materials and reference materials), at the 71st percentile in science, at the 64th percentile in social studies, at the 63rd percentile for language (spelling, capitalization, punctuation, and word usage and expression), at the 54th percentile in reading comprehension, and at the 50th percentile in vocabulary (see chart below).

IOWA TEST OF BASIC SKILLS (ITBS)
4TH GRADE (SPRING 1991)



When the reading comprehension and vocabulary raw scores are compared for native and non-native English speakers, the native English speakers scored higher for both reading comprehension (122 vs. 115 points) and for vocabulary (125 vs. 119).

Although historically there has never been a "control" group of matched students for the immersion class because of the transitory student population at Key, a comparison can be made between the 20 immersion fourth grade students and their peers in the two other fourth grade classes. When compared to the other classes (24 in one class and 10 fourth graders from a grade 4/5 combination), the immersion class scored the same or higher in ten out of thirteen subtests, including vocabulary, reading comprehension, punctuation, word usage and expression, work study skills (visual), refererence skills, mathematical concepts, problem solving, computation, and social studies.

These results are especially interesting in light of the fact that the immersion students have been studying social studies and mathematics in Spanish, getting tested in English in those subjects, and are still scoring higher than their peers who were studying only in English. In science, which is also studied in Spanish, the immersion class scored higher than the one fourth grade class and only seven percentile points below the fourth graders in the fourth/fifth grade combination class.

Confirming last year's fourth grade scores, ITBS results show that *students participating in the immersion program at the fourth grade level are performing academically as well or better than those students in the regular classrooms, including in subjects that are being taught in Spanish.*

G. School Activities

Key immersion students participated in a wide variety of activities this year. As with last year, all the immersion classes participated in the school-wide **Science Fair**, with both group and individual projects. Because in the past three years the immersion students tended to walk away with all the school's prizes for each grade level, the process of awarding prizes this year was changed. This year, each class had three winners. Ms. Heidig's first grade class presented an integrated project on the growth of plants, with written observations and different stages of plant growth on display. Ms. Hudecek's first grade class project was the building and launching of a space rocket, along with the construction of a space station, and the writing of a big book in Spanish, *Maximo se va al Espacio* (won third prize for the class).

Key School participated in the county-wide **Arbor Day Contest** this year, and a fourth grade immersion student won the prize for all of Key School. Students also participated in the county-wide **Social Studies/Multicultural Fair**, "Cooperation for a Changing World." Children contributed written and visual projects demonstrating "the spirit of cooperation among the diverse peoples in the community and in the schools." Ms. Hudecek's first grade class received 2nd and 3rd place awards in the visual category for their environmental cooperation projects. Their 2nd-place project was a large table display of several milk containers, refurbished with aluminum foil around a styrofoam pool with dead fish in it. It was entitled, "Factories Make Pollution Which Kills our Waterlife." Their 3rd-place project was a "triptych" depicting many paper-plate worlds with punch-out children in costumes from various countries. The children included drawings of how children from all over the world can cooperate to make it a better place to live and the words of the song, "I've Got the Whole World in My Hands." Ms. Kirsh's third graders had a display on the importance of communication and also performed a dance from Easter Island. Ms. Fernández's fourth grade students received 2nd place in the visual category and 2nd and 3rd place in the written category. Non-immersion Key classes received two first place awards in the visual category (grade 1 and grade 2/3).

During the year, the fifth graders participated in an international environmental project, **Kidsnet**, sponsored by the National Geographic Society, in which they were grouped in teams with 15 other schools. The project focused on the study of Acid Rain -- what it is, how it occurs, and the damage it causes. Rain samples were collected from the Arlington area and the fifth graders used their computers to send their data to the other team members and vice versa (through

writings and charts). Students concluded that the acid level of the rain in Arlington "wasn't too bad," and they charted the acid rain patterns across the entire U.S.

Fifth and first graders participated in an exciting new project this year, **Partners Acquiring Literacy Success (PALS)**, where the fifth graders read stories to their first grade "partners" for a half hour every Friday. At the beginning of the year, the fifth graders selected the books to read, oftentimes books with a lot of pictures. By the end of the year, the first graders selected their own books and read to the fifth graders. The project was a complete success for both groups of students, boosting self confidence in the fifth grade readers and increasing self esteem, social skills, and reading skills for the first graders. The results were "outstanding and unbelievable" according to Isabel Pawling, the fifth grade teacher.

The fifth graders also had a once-in-a lifetime opportunity to participate in a Capitol Hill Conference on "Foreign Languages and the Future," sponsored by the House/Senate International Education Study Group (see event program, newsletter article, and congratulatory letter in appendix). Along with Senator Christopher Dodd (D-CT) and Representative Leon Panetta (D-CA), the students "wowed" the audience, according to a news account, and used "flawless Spanish and English to discuss everything from methods of communication to difficulties in communicating."

Holiday assemblies during the year for immersion classes included the Columbus Day Assembly, Hispanic Heritage Month Assembly, Thanksgiving Dinner, Winter Holiday Presentation, and the Fifth Grade Graduation Celebration.

H. Attendance

The classroom teachers reported that student attendance in the first, second, third, fourth, and fifth grade immersion classes was normal throughout the year and was comparable in attendance to other classes.

IV. Recommendations

The partial immersion program at Key School continues to be quite successful for numerous reasons: the dedication of the principal, teachers, and staff; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of the parents; and the continual support for the program from the central office.

Last year we recommended that a long-term plan be implemented for the continuation of Spanish instruction for immersion students in middle and high school. We felt that a critical element to the long-term success of Key's program would be the continuation of the program in later years. It is a credit to Key School, Williamsburg Middle School, and the school district's foreign langauge coordinator that the Key immersion students will be continuing a modified

immersion program at the middle school this fall. Immersion students in the sixth grade will receive science instruction in Spanish and will also take a two-hour Spanish language arts class every other day. The plan for the seventh and eighth graders is that they will have their social studies class taught in Spanish and continue with the Spanish language arts class.

For this coming year, we recommend that the Key immersion teachers **continue to expand and refine their teaching techniques and strategies.** It is obvious from classroom observations that the teachers are utilizing many theme-based whole language techniques while integrating language with content instruction in their multicultural curriculum. We encourage them to continue their innovations and implementations of child-centered multi-faceted activities.

Secondly, we recommend that **a kindergarten immersion class be added** to the 1-5 immersion program, to give both native Spanish speakers and native English speakers a head start on second language development. A kindergarten Spanish class would complement the existing English-only kindergarten class, thus providing a full-day half-English/ half-Spanish kindergarten program. With the recent funding of Key School's Title VII project, "Developmental Bilingual Education Program for Grades K-5," the kindergarten will become a reality as parents are presented with the option of combining a traditional kindergarten or a Montessori kindergarten with the Spanish immersion half-day.

Lastly, we recommend that the immersion teachers be **offered opportunities to continue their training** by attending in-service workshops and conferences (such as Advocates for Language Learning and Second/Foreign Language Acquisition by Children) to gain additional knowledge on the cultural background and needs of the students and to improve instructional strategies.

V. Conclusion

Key Elementary School has completed the fifth year of its Spanish partial immersion program, and the students continue to succeed in all academic areas.

Test results have shown that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level. Students are continuing to improve their Spanish and English skills, as measured by the LAS test. As might be expected, native Spanish speakers performed significantly better than native English speakers on the Spanish test. Illustrating the difference between learning a *second* language and learning a *foreign* language, those differences were even more significant that the differences between the native Spanish speakers and native English speakers on the English test, on which the native English speakers scored higher. One reason for this could be that the Spanish speakers learning English as a second language are continually surrounded by English outside of school while the

English speakers are learning Spanish as a foreign language and are not exposed to Spanish extensively outside of school.

As has been found in past years, students' oral skills in Spanish continue to improve from fall to spring and year by year, as measured by the SOPR test. On this teacher-rated global scale, the girls outperformed the boys in oral skills, a not uncommon phenomenon in young language learners.

All the immersion classes have concentrated on developing writing skills this year, focusing on the writing process and compiling student work for portfolio assessments. Not only did the third and fourth grade immersion classes score higher than other third and fourth grade classes at Key on the county-wide "Assessment of Writing," but they also made greater gains from the fall to spring. This is especially notable since these students had been receiving only 50% of their daily instruction in English, compared to 100% of the day for their peers. In addition, analysis of Spanish writing samples showed that by the fifth grade, the gap in the superiority of the native Spanish speakers over the native English speakers' writing skills is narrowing.

The fourth grade class had excellent results on their achievement tests in all subject areas, scoring at the fourth, fifth, or sixth grade level in social studies, science, mathematics, and language arts. Scores were highest in mathematics and science where they scored at the 82nd and 71st percentile nationally. ITBS results show that students participating in the immersion program at the fourth grade level are performing academically as well or better than those students in the regular classrooms, including in subjects that are being taught in Spanish.

The overall performance of students in grades one through five confirms results of other partial immersion programs with both native English and native Spanish speakers and verifies that Key School's model is an appropriate one for educating both English- and Spanish-speaking children.

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[1]Gifted and Talented Policy at Key School. In Arlington, all students are tested for "gifted and talented" designation. As with all other classes at Key, the immersion classes must have a plan for providing extra support for the GT students. The plan at Key includes integrated units and pull-out enrichment activities offered by the reading teacher. Those students who are designated GT are placed in a class with a teacher who has had training in dealing with GT students. The teachers are required to differentiate among the students, giving additional and more challenging work to the GT students.

APPENDIX

A. Program from Capitol Hill Conference, "Foreign Languages and the Future," in which Key School immersion students were featured participants (February 1991)

B. "FL Week kick-off showcases multiple language skills." From ACTFL Newsletter (Spring 1991, v. 3, no. 3).

C. Congratulatory letter to Key School from Rita Esquivel, Director, Office of Bilingual Education and Minority Languages Affairs

D. Letter to parents concerning results of statewide "Writing Assessment" (June 1991)

E. Rubric for Assessment of Writing (District-wide scale)

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FOREIGN LANGUAGES AND THE FUTURE

On February 27, the House/Senate International Education Study Group, the Joint National Committee for Languages (JNCL) and the National Council for Languages and Interntational Studies (NCLIS) will host a Capitol Hill Conference on "Foreign Languages and the Future" in the Cannon Caucus Room from noon to 2:00 pm. We have scheduled the program to precede "National Foreign Language Week" (March 3-9) in order to provide material for newsletters and speeches.

The invited speaker is the Honorable Lamar Alexander. As governor of Tennessee and a member of the Southern Governors' Association, Mr. Alexander demonstrated impressive leadership in his support for foreign language education. He has been asked to address this concern in his new capacity as Secretary of Education. We are pleased that students from a local Spanish immersion program will join us to demonstrate their language skills. We hope that you will be able to attend lunch and the program.

Foreign Languages and the Future
Cannon Caucus Room
Wednesday, February 27, 1991
Noon - 2:00 p.m.

12:00 - 12:30 Lunch - Hot Turkey Dinner

12:30 - 1:00 Welcome and Introduction: Rep. Leon Panetta (D-CA) and Sen. Christopher Dodd (D-CT), Co-Chairs of the House/Senate International Education Study Group

Remarks by Members of Congress

1:00 - 1:30 "Foreign Languages and International Education in the United States" Lamar Alexander, U.S. Secretary of Education-Designate (invited)

1:30 - 1:55 Elementary Foreign Language Education -- A Demonstration

Students from the Key Elementary School (Arlington, VA) fifth grade two-way immersion program will present a typical social studies class conducted in Spanish

1:55 - 2:00 Closing Remarks: Rep. Panetta and Sen. Dodd

SEATING FOR THE LUNCHEON AND PROGRAM IS LIMITED. To reserve a place please call Cindy McMillan at 546-7855 or Cindy Cisneros at 225-2861 by Feb. 22. Reservations for Members of Congress are not required.

FL Week kick-off showcases multiple language skills

The House/Senate International Education Study Group, in conjunction with the Joint National Committee for Languages, kicked off the celebration of National Foreign Language Week with a Capitol Hill luncheon program on February 27, 1991. **Senator Christopher Dodd** (D-CT) and **Representative Leon Panetta** (D-CA), co-chairs of the Study Group, addressed an audience of over 150, including members, staff, representatives of federal agencies and local educators on the importance of language study. The luncheon program was chaired by **C. Edward Scebold**, Executive Director of *ACTFL* and Vice-President of *JNCL*.

The audience was treated to discussions of a variety of programs currently funded by the federal government and a demonstration of foreign language skills by local students.

New Legislation Announced

Dodd and Panetta used the occasion to announce their introduction of the Global Education Opportunities Act of 1991 (GEO), S. 511 and H.R. 1154. The two legislators both cited the United States' alarming trend toward inadequate foreign language instruction and cultural awareness and stressed the need for comprehensive legislation to ensure that U.S. citizens will be equipped to deal with the increasing demands of an interdependent world.

Students from the Key Elementary School Two-Way Partial Immersion Program.

ED Officials Discuss Programs

John Alexander, Director of the Center for International Education in the U.S. Department of Education (USED), discussed the language and international training programs authorized under Title VI of the Higher Education Act. He noted the importance of "national networking" to improve language and international studies through the identification of national standards and the development of materials.

Rita Esquivel, Director of the Office of Bilingual Education and Minority Languages Affairs at USED, and a former language educator, spoke eloquently on language education in the nation's schools.

While stressing the necessity for mastering the English language, Esquivel stated the need to preserve one's cultural and ethnic history.

She discussed the new developmental bilingual education programs. Seventeen new programs have been funded and incorporate English language instruction with Spanish, Japanese, Cantonese Chinese, and Portuguese. "The potential for such programs for the common good of the nation," she noted, "is limited only by our creativity."

In stressing the importance of speaking more than one language, Esquivel stated that "language is probably the single most important key to the myriad worlds in which the Earth's peoples live."

Bilingual Students Wow Audience

The conclusion, and highlight, of the program was a presentation by a fifth grade class from Arlington's (VA) Key Elementary School Two-Way Partial Immersion Program. The Key Program offers instruction in both English and Spanish with native speakers of both languages instructing the students.

The class studies English, Language Arts, and Mathematics during half of the day, and the other half is spent working completely in Spanish while learning Social Studies, Science, and Health.

The students gave a presentation on communication and its various nuances. Using flawless Spanish and English, the presenters discussed everything from methods of communication to difficulties in communicating.

The students come from thirteen different language backgrounds. Many entered the program speaking neither English nor Spanish and have subsequently become fluent in these languages as well as in their native languages.

— *Beth J. Nohmy*
Joint National Committee for Languages

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DIRECTOR FOR BILINGUAL EDUCATION
AND MINORITY LANGUAGES AFFAIRS

C.

March 4, 1991

Katharine Panfil, Principal
Francis Scott Key Elementary
2300 Key Boulevard
Arlington, Virginia 22201

Dear Ms. Panfil:

I participated in the Capitol Conference on "Foreign Languages and the Future" last Thursday, February 27, and heard the youngsters of your two-way language immersion program participate in both Spanish and English. They did exceptionally well. We were so very proud to hear them.

This is an example of how youngsters can aquire more than one language in our public schools. I salute you, your teachers, the parents, and the students for the marvelous program you are providing at your school.

Sincerely,

Rita Esquivel
Director

400 MARYLAND AVE. SW WASHINGTON DC 20202

D.

FRANCIS SCOTT KEY ELEMENTARY SCHOOL

ARLINGTON PUBLIC SCHOOLS

358-4210

2300 KEY BOULEVARD, ARLINGTON, VIRGINIA 22201

June 1991

Dear Parent:

In February, your child participated in a writing test, and the results of that test are enclosed. For this test, your child was asked to write a short paper on a topic. That paper was read by two specially trained readers who compared it to what is expected of fourth grade students. Each reader scored the paper for five domains, which are described on your child's report.

For each of the five domains, each reader gave a rating of one to four. The rating for Composing was multiplied by three and Style was multiplied by two. (This was done to indicate that these are more important than the other three domains, Sentence Formation, Usage, and Mechanics.) The resulting score for each of these five domains is the Total Writing Score, which appears under the heading Obtained Score. The average Total Writing Obtained Score in Arlington was 48.7. The average of the two readers' ratings of your child's paper is printed in the column labeled Average Rating Score and these range from one to four.

The primary purpose for giving this test is to predict how well students will do when they take the writing portion of the Literacy Test. Your child have his or her first opportunity to take Literacy Tests in reading, writing, and math in sixth grade. All students in Virginia must pass these tests before being promoted to high school. The writing test your child has just completed is very similar to the writing portion of the Literacy Test. If your child's Total Writing Obtained Score is 40 or less, your child may have difficulty passing the writing portion of the 6th grade Literacy Test. Twenty-five percent of the 4th graders in Virginia received a 40 or lower. All students who scored 40 or lower will receive special remediation next year to help them improve their writing skills.

If you have any questions about your child's results, please phone the school office.

Sincerely,

Katharine G. Pfeil

Principal

E.

RUBRIC FOR ASSESSMENT OF WRITING
ELEMENTARY SCHOOLS

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8 - 7

The writing demonstrates careful attention to the total effect of the piece. The thesis clearly gives the topic and the writer's point of view. The writer develops the topic by choosing related supporting details, arranging the details in the most appropriate organization, using a variety of sentence patterns, and choosing vocabulary thoughtfully. The mechanics of the piece contribute to the whole of the work. The writer demonstrates that audience understanding and interest are essential goals in writing. Relationships are clearly stated to ensure understanding. The writer strives for an original, creative, and honest approach. Language is used well with attention to flow, rhythm, and emphasis. The writing has clarity and style and is enjoyable to read.

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6 - 5

Papers in this category show thought about the subject. The topic is clearly stated in a thesis, and the topic is supported with well-chosen evidence. The piece has no flaw glaring enough to detract from the sense of the writing. The writer uses mechanics competently. However, the writer takes no risks and primarily uses a formula for organization. In some cases, the choice of subject is unimaginative, lending itself to only the most general written discussion. There is little or no attention to the power of language, and the writer relies on simple relationships and explanations to develop the topic. The writer does not demonstrate an understanding of the total effect of a piece of writing. The writing has clarity and communicates to a reader.

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4 - 3

The writing shows an honest attempt to address a topic. However, the writer does not actually develop the topic. Supporting details are chosen randomly with some being irrelevant. The writer has a minimum of organization and often neglects to include either a thesis or conclusion. The thinking exhibited in the piece of writing is superficial so that full explanation of the topic does not occur. The writing is often stream of consciousness and egocentric with no awareness of audience. The mechanics detract from the total effectiveness and serve to cloud meaning. Occasionally, the writing may be fairly articulate, but a major flaw in thinking or usage prevents the piece from being successful. The writing has minimal clarity and presents difficulty to a reader.

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2 - 1

The writer does not narrow the topic or does not seem to understand the topic. The piece may be underdeveloped or undeveloped, but in either case, the writing is totally lacking in clarity. The piece does not include specific details that would make the writer understood, and the writer does not demonstrate organizational ability. Awareness of audience is not evident so that communication is the reader's responsibility. Inhibiting communication further is the writer's inability to use mechanics correctly. Some papers demonstrate that the writer has thought about the topic but does not have the facility with language to communicate that thinking. The writing is incoherent due to major difficulties with written expression.